



Notice of Assessment Task 3

Year 12 Ceramics

Research Task

Date of initial notification: Term 2, Week 4 Wednesday 22 nd May 2024	Date of submission of task: Term 2, Week 6 Wednesday 5 th June 2024
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Teacher: Miss James	Task Number: 3
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Time Allowed: 2 Weeks	Weighting of task: 20%
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Course Component/Focus area/topic/module: Critical and Historical Artmaking "Cast Away" Unit – Slip Moulds and Casting
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Task Description Task 3 - Students will: <ul style="list-style-type: none">● Research the process and ceramic technique of 'Slip Casting' to design and create an A3 <u>infographic poster</u>.● The poster should include a step-by-step instruction flow chart of how to slip cast an object from start to finish within at least 5 steps and at most 10.● The poster should consider and reference artists we have studied in class who work within this space, creating ceramic pieces by slip casting with hand-built plaster moulds.● The poster should reflect on what we have learned in classes this term relating to slip casting ceramic works, creating plaster moulds, casting objects, shrinkage, firing and glazing● The poster should be handmade, with drawings and handwritten components such as headings, but can include typed information or sourced images which have been printed and added to the poster.● The poster will be submitted to the teacher in class.● Students will submit this poster with their preliminary artmaking bisque-fired figurine supplied to them in class, which has been both underglazed and gloss glazed in classes.● Students will also submit their Visual Ceramics Diary for checking● Students will be given class time, resources, and guidance to complete this task during Ceramic classes in Weeks 4-6. Students will access examples and further instructions in classes relating to the creation of a poster.
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Outcomes/Competencies to be assessed in this task: M3: Investigates different points of view in the making of ceramic works. CH1: Generates in their Critical and Historical investigations ways to interpret and explain ceramic works and practices. CH3: Distinguishes between different points of view in their critical and historical studies

Feedback: How will I receive feedback on this task? <input type="checkbox"/> Written <input type="checkbox"/> Individual

Marking Criteria	
CH3: Distinguishes between different points of view in their critical and historical studies	
Information is well-researched and clearly distinguishes between different points of view. Information is detailed and balanced across the poster.	4-5
Information is well-researched and distinguishes between different points of view. Information is balanced across the poster.	3-4
Information is researched and somewhat distinguishes between different points of view. Information is balanced across the poster.	2-3
Information has basic research and distinguishes between one or two different points of view. Information is unbalanced across the poster.	1-2
Information has limited research and references only one point of view. Information is unbalanced across the poster.	0-1

Marking Criteria	
M3: Investigates different points of view in the making of ceramic works.	
Bisque fired object is both underglazed and glazed at an extensive level with clear investigation of different points of view in the making of ceramic works.	4-5
Bisque fired object is both underglazed and glazed at a high level with investigation of different points of view in the making of ceramic works.	3-4
Bisque fired object is both underglazed and glazed at a sound level with some investigation of different points of view in the making of ceramic works.	2-3
Bisque fired object is either underglazed and glazed at a basic level with little investigation of different points of view in the making of ceramic works.	1-2
Bisque fired object is either underglazed and glazed at a limited level with little or no investigation of different points of view in the making of ceramic works.	0-1

Marking Criteria	
CH1: Generates in their Critical and Historical investigations ways to interpret and explain ceramic works and practices.	
Have clearly generated ways to interpret and explain ceramic works and practices in their well-researched and presented information. Poster is cohesive, and text size/style/colour is consistent across the poster, drawings and images are relevant, headings are included, and design is refined.	8-10
Have generated ways to interpret and explain ceramic works and practices in their researched and presented information. Poster is cohesive, and text size/style/colour is consistent across the poster, drawings and images are relevant, headings are included, and design is developed.	6-8
Have generated some ways to interpret and explain ceramic works and practices in their researched and presented information. Poster is cohesive, and text size/style/colour is consistent across the poster, drawings and images are relevant, headings are included, and design is developing.	4-6
Have somewhat generated ways to interpret and explain ceramic works and practices in their presented information. Poster text size/style/colour is consistent across the poster, drawings and images are relevant, headings are included, and design is basic.	2-4
Have not generated ways to interpret and explain ceramic works and practices in their presented information. Poster drawings and images are somewhat relevant, and design is limited.	0-2